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ABSTRACT

A follow-up study investigated what happened to recommendations made as a result of a formal study of coordination between Job Training Partnership Act (JTPA) and vocational education programs in Illinois. Questionnaires listing the nine recommendations were sent to staff of the 26 service delivery areas (20 respondents), staff of the 61 regional delivery systems (31 respondents), staff of community colleges involved with vocational education and JTPA (18 respondents), and other staff (2 respondents). Responses showed that activities to improve communication and coordination had begun. Service delivery areas and regional delivery systems had exchanged plans, as recommended. In a few parts of the state, regional vocational education directors had responsibility for coordination with JTPA, as recommended. Although it had been recommended that State Board and state JTPA administrators identify contractual problems, contractual problems that interfere with JTPA in high schools continued to exist and needed further study. Educational institutions did not have the "right of first refusal" on JTPA contracts. Joint planning for 40 percent youth projects and other youth programs was accepted more in theory than in practice. A professional training program for JTPA staff, vocational teachers, and administrators was still needed. (Following the five-page report, the responses of the four groups of respondents are provided for each question.) (YLB)

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Effects of the ICoVE 1986-87 Study of the Coordination of JTPA and Vocational Education

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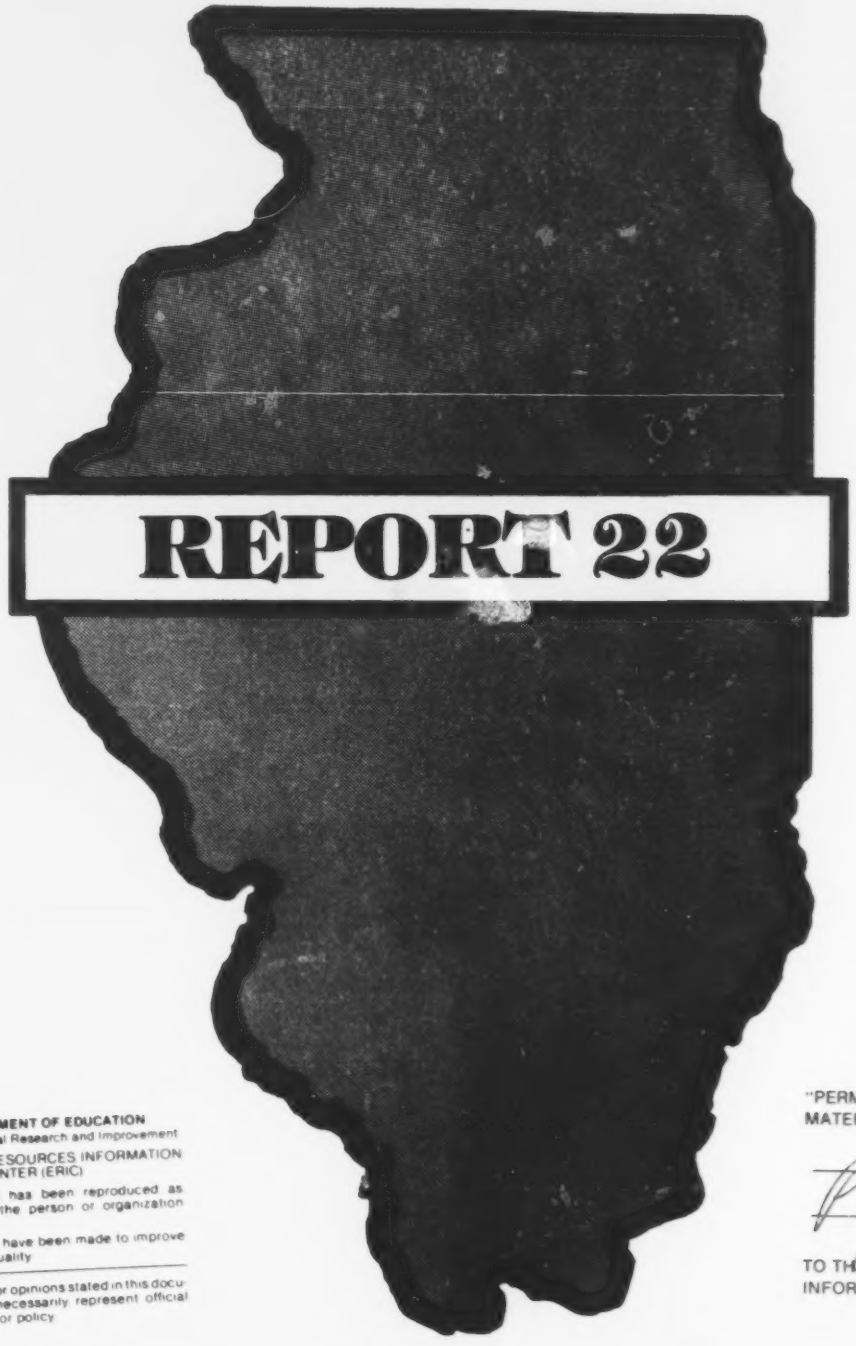

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ILLINOIS COUNCIL ON VOCATIONAL EDUCATION
1987-1988

This report is one in a series of 25 technical reports prepared to fulfill mandates of the Carl D. Perkins Vocational Education Act, 1984.

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Report 15 JTPA 8% FUNDS

Report 16 ADEQUACY AND EFFECTIVENESS OF JTPA

Report 17 PERCEPTIONS WHICH AFFECT COORDINATION BETWEEN JTPA AND VOCATIONAL EDUCATION

Report 18 TECHNICAL COMMITTEES AND ILLINOIS CURRICULUM

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Report 21 REGIONAL DELIVERY SYSTEMS: OPINIONS EXPRESSED BY BOARD MEMBERS AND ADMINISTRATORS (A Survey Report)

Report 22 EFFECTS OF THE ICoVE 1986-87 STUDY OF THE COORDINATION OF JTPA AND VOCATIONAL EDUCATION

Report 23 PERCEPTIONS RE: ADEQUACY AND EFFECTIVENESS OF THE JTPA AND V.E. PERKINS ACT PROGRAMS IN ILLINOIS

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TO: Governor James R. Thompson
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Elizabeth Dole, Secretary of Labor
Illinois State Board of Education
Illinois Job Training Coordinating Council

In compliance with the Carl D. Perkins Vocational Education Act of 1984 it is the pleasure of the Illinois Council on Vocational Education to submit this report titled "Effects of the ICoVE 1986-87 Study of the Coordination of JTPA and Vocational Education." This is one in a series of 25 reports prepared by ICoVE to provide interested educators, legislators, and other sectors of the nation with a full and comprehensive understanding of the state of vocational education in Illinois.

ICoVE's first study of coordination of vocational education and JTPA was well-received by the field. Several options to improve coordination that were suggested in the study were acted upon by Private Industry Councils and Service Delivery Areas, community colleges and secondary districts, and state staff for JTPA and vocational education. ICoVE was interested in determining the actual impact of these local and state pursuits.

This report describes what has occurred since the first study was done. Some of ICoVE's findings were positive, and of course, some work still needs to be done. This study suggests several previous recommendations for continuation and gives added recommendations.

ICoVE feels that the 1986-87 study has resulted in better coordination efforts and opened up lines of communication.

Sincerely,

Marie Malinauskas

Investing in People

An Equal Opportunity Employer

REPORT 22

EFFECTS OF THE ICoVE 1986-87 STUDY OF THE COORDINATION OF JTPA & VOCATIONAL EDUCATION

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1987-1988

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FOREWORD

The Carl D. Perkins Vocational Education Act of 1984 requires that the Illinois Council on Vocational Education address the issue of coordination between programs operated under the Job Training Partnership Act and the Carl D. Perkins Vocational Education Act. More specifically, the Act states that the State shall "evaluate at least every two years" and--

> *Make recommendations to the State board on the adequacy and effectiveness of coordination that takes place between vocational education and the Job Training Partnership Act [Section 112 (d) (9) (A) (ii)].*

The Act continues by stating that the Council shall advise the Governor, the State board, the State job training coordinating council, the Secretary [of Education], and the Secretary of Labor of these findings and recommendations.

ICoVE's Technical Report 17, *Perceptions Which Affect Coordination Between JTPA and Vocational Education* fulfills the Perkins requirement for the 1987-1988 time period. This report and its accompanying recommendations are adjunct to Report 17.

Illinois Council on Vocational Education

EXECUTIVE SUMMARY

The Illinois Council on Vocational Education (ICoVE) conducted a formal study of coordination between JTPA and vocational education programs in Illinois for FY 85 and 86 and issued a report of its findings in February 1987. This report is a follow up on that study to ascertain what has happened to the recommendations.

The results give strong indication that several of the recommendations have been addressed and several have been implemented to a greater extent than have others. Detailed results may be found in the body of the report.

Activities to improve communication and coordination have started to happen. As a result of the recommendation to have annual regional conferences which involve vocational educators and JTPA personnel, the State Board and Department of Commerce and Community Affairs had a statewide conference with a program which was of interest and value to all in attendance, i.e. SDAs, RDS directors, and community college personnel. Quarterly meetings between SDA personnel, vocational educators, and staff from other agencies who serve disadvantaged people had some success in bringing agencies together.

Service delivery areas [JTPA] and regional delivery systems [vocational education] have exchanged plans, as ICoVE recommended. This apparently has resulted in a sign-off procedure, rather than an exchange of ideas or joint planning, but at least it is a start. ICoVE feels that if joint planning could be supported strongly by State staff, this would be happening and would do much to cause coordination.

ICoVE recommended that regional vocational education directors have responsibility for coordination with JTPA. This has happened in a few parts of the state, mostly at community colleges. However, few have been asked to serve on PICs, for various reasons. Where it has happened, it has made a difference and improved communication and cooperation.

Educators who do serve on PICs have not always seen their responsibility to the many educational agencies they should be representing. Consequently they have not communicated PIC activities to the educational agencies in the SDA. Some have used their membership on the PIC to attain RFPs for their own educational agencies.

ICoVE recommended that State Board and State JTPA administrators identify contractual problems. Contractual problems which interfere with JTPA in high schools continue to exist and should be studied further. Most

respondents indicated that certification of trainees in secondary schools is still confusing.

Comments indicate that educational institutions have not had the "right of first refusal" on JTPA contracts. Although respondents accept the recommendation that there should be joint planning for 40% "youth" projects and all new education programs for disadvantaged youth, it has been accepted more in theory than in practice.

There is a definite need to establish a professional training program for JTPA staff, vocational teachers, and administrators. This should be conducted through workshops, as well as a university course and must be taught by people who are competent and knowledgeable of the JTPA and the Perking Act.

ICoVE received valuable input on suggested studies which should be conducted in addition to the mandated report by the Carl D. Perkins Vocational Education Act. Topics ranging from a study of costs, to the identification of successful programs, to the integration of JTPA into educational institutions were defined. Many more will be found in the body of this report.

ICoVE feels that the 1985-86 study results have caused some movement toward coordination of the two Acts and has opened up some lines of communication which at one time seemed impossible. Coordination still comes down to people--if both cooperate, cooperation and coordination will occur.

Introduction

The Carl D. Perkins Vocational Education Act of 1984 specifies that each State Council of Vocational Education shall "make recommendations to the State Board [of Vocational Education] on the adequacy and effectiveness of the coordination that takes place between vocational education and the JTPA and...advise the Governor, the State Board, the State Job Training Coordinating Council, the Secretary [of Education], and the Secretary of Labor of these findings and recommendations." (Public Law 98-524, Section 112(9)). These recommendations are to be prepared at least once each two years.

In accordance with this mandate, the Illinois Council of Vocational Education (ICoVE) conducted its first formal study of coordination between JTPA and vocational education programs in Illinois in 1986. The report of this study and the recommendations based on it is contained in Coordination of Vocational Education Program Delivery System, published by the Council in February, 1987.

Too often, groups issue recommendations but never learn what the response has been to these recommendations. Some recommendations, of course, provoke a furor, so that response is apparent. Usually, however, a few words of approbation are heard, but the standard response is silence. This may mean that the recommendations simply have been ignored. If this is the case, the fault may lie with those who prepared the report, or with those who should have listened but did not. Or, the recommendations may have made considerable difference, but could have had more effect if they had been presented in a different way. In either case, it would have been better to attempt to learn what has happened to the recommendations.

ICoVE decided to see what happened to their 1987 recommendations. This report may be contrasted with Report 17: Perceptions Which Affect Coordination Between JTPA and Vocational Education, which examines coordination as it exists currently and presents new recommendations.

The 1988-89 study has been conducted under the supervision of an ICOVE committee made up of Robert Beckwith, Illinois Chamber of Commerce; Mary Beth Stine, Flora High School; and Ronald C. Morehead, Illinois AFL-CIO, Chair. The Chair of the entire Council is Gerald W. Schmidt, Caterpillar, Inc. The study staff has included Peter Johnson and Carol Moeliman, Executive Director and Assistant Executive Director of ICOVE; Karen Larsen, Richland Community College; and Rupert N. Evans, Professor Emeritus, University of Illinois.

Method of Study

A questionnaire was constructed, and members of four groups were asked to respond to it:

a. Staff of the 26 Service Delivery Areas (SDAs) in Illinois. These persons provide services covered by the Job Training Partnership Act (JTPA).

b: Staff of the 61 Regional Delivery Systems (RDSs) in Illinois. These persons are charged with coordinating vocational education services provided under the federal Carl D. Perkins Vocational Education Act and similar state legislation. They tend to work most closely with secondary schools.

c. Staff of community colleges who are involved with vocational education and JTPA.

d. "Other" staff members who are involved with vocational education and JTPA. Most members of this group are employed by state agencies.

The questionnaire listed each of the nine recommendations which were presented in the 1987 study and asked whether the respondent agreed with it. In each case, one or more follow-up questions was asked to elicit more meaningful information.

Five additional questions were asked which went beyond the recommendations to learn more about the process of communication between the staffs of JTPA and vocational education programs.

Findings

Responses were tabulated for each of the four groups described above, and their comments are listed below each question. In many cases, the comments are more valuable than the numbers of each type of response.

Recommendation 1: Conduct annual regional conferences which involve vocational education administrators from secondary and postsecondary schools and administrators from each Illinois SDA to discuss case studies of problems and successes and to foster communication and joint activities. State-level advisory councils for both groups should be involved.

More than 80 percent of each group agreed with the recommendation for annual regional conferences which include representatives from all groups involved in Illinois JTPA and vocational education programs. Each group included excellent suggestions for topics for such conferences.

Recommendation 2: Job descriptions for each Regional Vocational Education Director (RVED) [now known as regional delivery system (RDS) directors] should include responsibility for coordination with JTPA. Place an RVED and community college representative on each PIC and continue to have on the Illinois Job Training Coordinating Council. Have an ex-officio position on each Regional Board of Control for an SDA representative.

Community college staff were the only group in which a majority felt that they have representation on groups which make policy for JTPA and vocational education programs. On the other hand, a clear majority of each group agreed that where such representation exists it has made a difference. Comments about why representation has or has not been effective indicate that in some cases the views of one administrator are preventing cross-representation, and that in other cases slots have been reserved for representatives but have not been used.

Recommendation 3: Conduct a study to identify the contractual problems which interfere with JTPA programs in high schools and to suggest ways around these problems. A comparison of SDA programs (which have performance standards) and "8 percent" programs (which have goals and objectives) in high schools would be a useful part of this study.

JTPA staff mentioned the problem of a lack of emphasis on performance standards in schools. School people commented often on the amount of paper work required and emphasis some SDAs place on OJT rather than classroom instruction. Both groups mentioned the problem of referral and intake procedures which require repeated demonstration of student eligibility for programs. Most comments indicate that schools do not have a "right of first refusal" on JTPA contracts.

Recommendation 4: Revise the procedures for individual certification of secondary school trainees as being eligible for JTPA services. As it is now implemented, the certification process often sends youth and parents to an intake center for processing, and brands each eligible young student as "different' in a humiliating way. Other SDAs send intake people to see parents at home. Certification should not be necessary more than once a year. Schools and SDAs should stop charging each other for file data on students.

Less than 20 percent of the respondents indicated that revisions had been made in certifying students for JTPA eligibility. RDS staff reported the smallest frequency of change. 30 percent of the SDA staff said that certification does not have to occur more than once a year, but other groups saw this as an even greater problem. Several excellent suggestions were

presented, including the development of a single intake form which would certify eligibility for multiple governmental programs.

JTPA staff reported more charging for student data than did school personnel.

Recommendation 5: Establish an Illinois State Board of Education requirement for each regional vocational education plan to be sent to the SDA for comment and develop a Department of Commerce and Community Affairs requirement for each SDA to send its plans for comment to the Regional Vocational System (includes high schools and area vocational centers), to adult centers and programs and to community colleges.

No group sees strong improvement in coordination as a result of coordination agreements. On the other hand, no group sees little improvement, so the recommendation appears to have had some positive effect. Apparently it is common to simply sign each others' documents without significant involvement in planning and without substantive comments. This, of course, is not what the recommendation suggested.

Recommendation 6: Extend the current requirement for PIC review of vocational education "8 percent" projects to require joint planning and comments on all new JTPA "40 percent" (youth) projects and all new education programs for disadvantaged youth.

This recommendation was accepted enthusiastically by RDS and "Other" staff, and by two-thirds of the SDA staff. Surprisingly, community college staff were divided as to whether or not they supported it. However, their comments provide no clue as to why they hold this attitude.

Specific questions were asked as to the types of review given to 8% and 40% projects. Clearly, a simple sign-off, with few meetings or comments and little planning, is the norm. It would appear that the recommendation is accepted more in theory than in practice.

Recommendation 7: Design a portion of the JTPA Coordination Criteria to mandate local JTPA/vocational education coordination activities and perhaps to evaluate them with performance criteria.

The comments suggest that joint meetings which have real substance are much more important than exchanges of masses of paper which rarely are read. There were no specific suggestions as to the performance criteria which might be used, but a simple report of the times of quarterly meetings with a list of who attended would be a distinct step forward.

Recommendation 8: Establish a professional training program for JTPA staff in at least one state university and include instruction about vocational education. Revise training programs for teachers and school administrators to include an understanding of special needs and JTPA programs, and the role of education in economic development.

More than two-thirds of each group believe that a professional training program for JTPA would be helpful. Education of teachers and school administrators about JTPA was accepted even more.

Recommendation 9: Continue the role of the Illinois Council on Vocational Education (ICoVE) as a third party-evaluator of cooperation between vocational education and SDAs as specified in the Perkins Act.

Respondents provided a surprisingly large number of suggestions for studies which ICoVE should conduct. Several of these topics have been addressed in the current group of ICoVE reports.

Additional Question 1: What is the job title of the educational representative on your PIC?

SDA staff believe, much more than other groups, that teachers, vocational directors and school superintendents serve on the PIC. Community college administrators are heavily involved on PICs.

Additional Question 2: Do you feel that the education representative on your PIC communicated with all the educational institutions in the SDA? If not, how could this be improved?

SDA staff are most likely to feel that education representatives communicate with all the educational institutions in the SDA. RDS staff are least likely to feel that this is true. Apparently, many educational representatives on the PIC feel that they are representing themselves or their institution, rather than representing all of the educational institutions in the SDA.

Additional Question 3: Has the education representative on your PIC communicated with all the educational institutions in the SDA?

Only the community college staff believe strongly that the educational representative communicates with all of the educational institutions in the SDA. It is, of course, much easier for an educational representative to communicate with one or two community colleges than with dozens of high schools in the SDA.

Additional Question 4: Have the educational institutions communicated with the PIC in their SDA?

Oddly, community college staff are <u>least</u> likely to feel that educational institutions are communicating with the PIC in their SDA. Personal contact and general meetings are the most frequent setting for communication.

Additional Question 5: Have you attended an SDA quarterly interagency coordination meeting of SDA personnel and vocational educators?

Approximately half of each of three local groups report that they have attended a quarterly meeting. State staff, however, feel that all have attended.

R E S P O N S E S
T O
Q U E S T I O N N A I R E

RECOMMENDATIONS

ICoVE commends the many dedicated people at the local and state level for their efforts to provide services to the Illinois citizens through the JTPA and vocational education programs. There are many excellent opportunities being provided to deserving people because of the outstanding work being done by those responsible.

The recommendations made in the ICoVE 1986-87 study of the coordination of JTPA and vocational education have had some impact on present-day practices of SDAs and regional delivery systems. ICoVE feels that the recommendations made in its first report are still valid and need to be addressed with more vigor by the state agencies responsible for JTPA and vocational education.

Activities which need more immediate attention by state agencies responsible for the administration of JTPA and vocational education are as follows. State agencies should:

- Continue and expand regional conferences for vocational education and JTPA personnel for the purpose of informing them about JTPA and vocational education opportunities for fostering communication and planning joint activities at the local level.

- Define the responsibilities of the education representative on the SDA/PIC to ensure that the person represents vocational education providers and is an effective liaison between education institutions and the private industry councils.

- Conduct a study to identify contractual problems which interfere with JTPA programs at some public secondary and postsecondary institutions.

- Review the impact of exchanging vocational and training plans between SDAs and RDSs and require more than a sign-off activity.

- Strengthen the relationship between SDAs and secondary and postsecondary institutions by requiring joint planning for all JTPA "40%" youth projects including summer work experience. Special emphasis should be given to the improvement of basic skills and awarding high school credit through JTPA programs.

- Continue to encourage activities such as the quarterly meetings and joint planning meetings which improve local coordination between vocational education providers and SDA/PICs. Identify activities which have been successful around the state and make them known to others who could utilize similar strategies.

EFFECTS OF THE ICoVE 1986-87 STUDY OF THE COORDINATION OF JTPA AND VOCATIONAL EDUCATION

Based on a Questionnaire Developed
by the Illinois Council on Vocational Education
and
Administered in September, October and November 1988
As Part of the ICOVE 1988-89 JTPA - Vocational Education Coordination Study

Tables are numbered to match the sequence of questions on the questionnaire. A "J" appended to a table number indicates that the responses relate specifically to JTPA programs, while tables with a "V" relate to Vocational Education programs. Tabulation of multi-part questions is indicated by a decimal point followed by a number, e.g. 3.1J.

Respondents

CC = Community College Staff; Number of respondents = 18
OTH = Other (includes State Board of Education staff, U.S. Department of Labor staff, University staff, State Board of Higher Education staff; Number of respondents = 2
RDS = Regional Delivery System (Vocational Education); Number of respondents = 31
SDA = Service Delivery Area Representative (JTPA); Number of respondents = 20

Other Acronyms and Abbreviations

DAVTE = Division of Adult and Vocational-Technical Education, State Board of Education
ESR = Educational Service Region
IJTCC = Illinois Job Training Coordination Council
JTPA = Job Training Partnership Act
OJT = On-the-job Training
Perkins = The Carl D. Perkins Vocational Education Act
PIC = Private Industry Council (JTPA)
RFP = Request For Proposal
▸ = Separator for comments by different individuals

The purpose of this questionnaire was to determine what has happened as a result of the 1986-87 coordination study conducted by ICoVE.

> Questions were asked about each of the nine recommendations made in 1987. Seventeen questions asked for comments, but additional comments were volunteered in response to under other questions. Under each question are listed the comments of four types of respondents: a. those who work with JTPA programs in a Service Delivery Area (SDA); b. those who work with vocational education programs in a Regional Delivery System (RDS); c. those who work with community college programs; and d. all others. Each member of the "other" group was employed by a state agency.

Conduct Annual Regional Conferences of Vocational Education and JTPA Personnel

Recommendation 1: Conduct annual regional conferences which involve vocational education administrators from secondary and postsecondary schools and administrators from each Illinois SDA to discuss case studies of problems and successes and to foster communication and joint activities. State-level advisory councils for both groups should be involved.

(Percent answering "Yes")	SDA	RDS	CC	Other
Do you agree with the concept of this recommendation?	83.3%	80.6%	88.9%	100%

Comments from JTPA staff: ▸ Feel that smaller regional meetings would be more effective.

Comments from RDS staff: ▸ A conference may be a bit much.

b. What topics would you include in such a meeting?

Comments from JTPA staff: ▸ Coordination of programs. Programs that are available between the two groups. ▸ This can be discussed on local level through coordination meetings. ▸ A state level advisory group is not a bad idea if it can impact state policy on coordination. ▸ Coordination between the parties; relevancy between course offerings and area jobs. ▸ Not many SDAs were represented at the ISBE/DCCA meeting in Springfield. Those of us that were there went back and forth to the SDA directors and committee meeting at the Ramada. A problem and success regional meeting would help. ▸ To learn more about both agencies and better communication and understanding at the staff level. ▸ Opening school doors to JTPA and opening JTPA to students. ▸ Establishing common intake, assessment and referral procedures. ▸ Development of employment-related basic skills curriculum. ▸ When RFPs for the next fiscal year are sent out to the various educational agencies a meeting (February) should be held between the vocational education agency and JTPA to develop a state vocational education plan with the purpose to develop vocational education programs that compliment JTPA activities. ▸ How to better utilize Area Vocational Centers. ▸ Begin with just basic items to be covered in coordination meetings. In other words present an agenda before the meeting.

Comments from RDS staff: ▸ Regional labor market information and projections. Avoid duplication of effort. More training utilizing regional system programming. ▸ How to access each other's programs. ▸ What is intended to be the outcome of a coordinated effort and why it is important. ▸ This is ok, but all that really needs to happen is for the administration of the SDA and the RDS to get together and do some specific program planning. For that to happen both need to agree that such cooperation is important. ▸ Do this on the local or at most a regional level. ▸ Discuss coordination, cooperation, avoid duplication of effort. ▸ No duplication of required tests/assessment of clients. ▸ More information sharing. ▸ Cooperative efforts; funding sources; policy/procedures; legislative update. ▸ How to reduce the red tape. ▸ How to provide more incentives for people who go to school. ▸ Planning directions; curriculum development; staff development. ▸ Coordination of activities. ▸ Only if program is well planned and both groups attend. Past two conferences were not helpful. Being a small region in the middle of two SDAs who worked with large regions, we had little contact with JTPA and SDAs. After determining we were assigned to the wrong SDA I contacted the other SDA and a joint coordination agreement was written. In this setting, we are at such a beginning stage in the process. I can not fairly and adequately answer these questions. This will change this next year as we merge with the Quad Cities. ▸ I agree with the concept but it does no good if the JTPA people do not meet with us. You see, this past year they held their own meeting across the street but I saw no one from either of my SDAs at our meeting. DAVTE has JTPA people can they not keep us with 8% monies? Even they did not make a presentation to us and really how practical is it for us to work with apprenticeship people? ▸ Use of funding

sources. ▸ Joint services and programs between SDA and RDS. ▸ I spent the September EFE meeting with 1 community college rep and zero JTPA representation. I could have met the community college rep in town without driving 300 miles. ▸ A series of meetings on roles, responsibilities and functions is needed before considering joint activities. ▸ Only if both sides agree and are represented. There were very few SDA people at the last workshop held this fall. ▸ Promotion of vocational programs that reflect low enrollment yet high industry demand, i.e. machine trades shorthand. ▸ Methods to improve basic skills through vocational courses. ▸ Expand education/industry partnerships. ▸ Require that SDA Directors and System Directors be in attendance to participate. If the administrators are not at the meeting how can communication go on?

Comments from Community College staff: ▸ The RFP process -- making it work; Vocational education 11th through 14th year -- coordination of the effort; Marketing vocational education. ▸ Development of a working network. ▸ 1) Cooperation; 2) Need to address cost-of-living differences in Illinois; 3) Sharing resources. ▸ Sessions between and among various groups to cover common concerns. ▸ 1) Share resources; 2) Academic standards. ▸ Joint advisory committee appointments; pooling of financial resources through joint program development, etc. ▸ 1) Funding; 2) Articulation. ▸ Curriculum, labor market analysis, 2 + 2, transfer. ▸ How to reduce paper work for reports. ▸ Develop programs for students which meet area needs: success stories, failures. ▸ Realistic appraisal of role/future of vocational education given increased requirements for college admission, increasing number and proportion of adult students in vocational programs, etc. ▸ Any good community college is already doing it. ▸ Coordinating services; joint planning procedures.

Comments from Other staff: ▸ Just exchange of ideas/awareness. ▸ Appropriate vocational programs for TMH and EMH students. ▸ Program ideas; training opportunities; obtaining contracts. ▸ 1) Open-entry classes/workshops for teachers; 2) two plus two plus two networks/articulation; 3) continuing education relationships in providing adult education.

Ensure JTPA Representation on Each Regional Board of Control and Vocational Education Representation on Each PIC and on the IJTCC

Recommendation 2: Job descriptions for each Regional Vocational Education Director (RVED) [now known as the regional delivery system (RDS) director] should include responsibility for coordination with JTPA. Place an RVED and community college representative on each PIC and continue to have on the Illinois Job Training Coordinating Council. Have an ex-officio position on each Regional Board of Control for an SDA representative.

(Percent responding "Yes")	SDA	RDS	CC	Other
Has the recommended representation occurred in your SDA, RDS, CC or State Agency?	38.9%	29.0%	59.3%	0.0%
If Yes, has it made a difference?	62.5	71.4	56.2	N.A.

a. If the representation recommended has been made in/for your SDA, RDS, CC or State agency, explain why it has or has not made a difference.

Comments from JTPA staff: ▸ We have done this since 1973. ▸ I don't feel that these people should be mandated as PIC members. ▸ Regional vocational director does not attend. ▸ Very little contact with JTPA. All of the meetings were set up by us. When the regional JTPA director has the required coordination responsibility something may be done. Why make the RVED responsible when he/she cannot control the results. Bad idea. ▸ Reg. School Superintendent is on our PIC who represents the RV Ed. Dir. very adequately. ▸ CC Rep and Voc Dir of AVC are on the PIC. Difficult to add another Ed Rep at this time. ▸ Feel that the regions established within Voc Ed are not conducive to the regions established by JTPA and each entity is politically different. Ex.: SDA is 3 counties. There are 3 community colleges and 3 RVEs and all do business differently. ▸ By having a vocational education person designated as a JTPA liaison, communication between the two programs would increase, and misunderstandings decrease, because the JTPA program would have one contact person as opposed to communicating with each vocational education school in the SDA. ▸ We are experiencing better communication and understanding.

Comments from RDS staff: ▸ Coordination agreement is sufficient for communication without having board representation. ▸ There is no provision for an SDA representative on the Board of Controls in our Joint-Agreement. ▸ The JTPA contract program is through the ESR. ▸ Almost except ex-officio position on regional Board of Control. ▸ Sharing and involvement that is meaningful can't be legislated. Rather it is a desire on both parties part to do so. If they wish to (and our area does) it will be very productive. ▸ I served on the PIC council when it was created. We do some minor projects together. However, SDA 16 emphasizes OJTs. I personally agree that that may be the best way to achieve placements. It is not a matter of not having an open communication with the council. ▸ The PIC/JTPA has only recently become aware that the RDS exists. ▸ Having the members on the PIC and major committees is very important. ▸ Cannot force cooperation. ▸ Chair of PIC is Regional Director -- good cooperation. ▸ Systems directors have Reg. System as fiscal agents. These Reg. Systems in many cases had the few grants that reg. Illinois Systems could apply for way before we came along. Most do not want us to compete with them! ▸ Oversight (that will be addressed within 48 hours). ▸ Director is required to coordinate services with other agencies which improves joint delivery of services.

Comments from Community College staff: ▸ The SDA is too political, the director is more concerned with satisfying the board. ▸ I, as Dean of the Career Program, serve as the College's

representative on the PIC. I also chair the PIC Evaluation Committee. This provides for a close working relationship between SDA #13 and BHC. ▸ We have met but have separate boards to report to. ▸ Coordination and communication is better. ▸ Clout! ▸ Our PIC has had a CC and RDS representative from the beginning which have been able to furnish input into the process. ▸ Lack of follow-up due to time. ▸ Information. ▸ The system was already in existence with representation. ▸ This is really the first year that this has been in place. The results aren't in yet.

Comments from Other staff: ▸ Our RVED has little contact with JTPA because local director of JTPA doesn't want it. ▸ Each of our training sites in the state coordinates locally with other agencies. Very difficult to work statewide.

b. If not, why not?

Comments from JTPA staff: ▸ There are multiple (overlapping) regions and SDAs. Just too many meetings to attend. ▸ CEOs are responsible for appointing educational reps. Ed reps, whether or not they are from Voc Ed or CC, represent Voc Ed and PIC may be accessed through these reps.

Comments from RDS staff: Probably will be in the future. ▸ No opening, and if there was I don't have enough political power to be put on PIC. ▸ I am new to this position and do not know exactly why not. ▸ Meetings are information exchange, no real strategies/plans/coordinations ever consummated! ▸ Board chairman doesn't want an SDA rep on board. ▸ Too much local education politics to permit this representation on the PIC. ▸ I have been asked and participated in one of the SDAs but not in the other two SDAs in my region. ▸ The SRAVTE RDS has had an ex officio seat on its Board of Controls for the SDA 12 representative but no reciprocal action is known. SDA 12 does not use its ex officio seat on the RDS board.

Comments from Community College staff: ▸ Community College representative tends to look out for the interests of his institution and largely ignore the other CC's in the SDA. ▸ We have lost most of our programming due to pricing. However, the problem is within the college when they switched Title II to a different administrative group and JTPA started performance based training. ▸ LLCC had a member on the PIC but the term expired and the county board chairman replaced the community college with a hospital rep.

Comments from Other staff: ▸ Relationship with RACC and RVC has been excellent. ▸ We have difficulty obtaining contacts with SDA.

Study Problems Which Interfere with JTPA Programs in High Schools

Recommendation 3: Conduct a study to identify the contractual problems which interfere with JTPA programs in high schools and to suggest ways around these problems. A comparison of SDA programs (which have performance standards) and "8 percent" programs (which have goals and objectives) in high schools would be a useful part of this study.

a. Identify the contractual problem which interferes most with JTPA programs in high schools and/or community colleges.

Comments from JTPA staff: ▸ Not aware of this problem in our SDA. ▸ Having high school or AVC instructors teach community college credit programs. ▸ We have contracts with our SDA (in an AVC). We operate on performance standards. ▸ Contractual problems involve Teachers' Union Contracts which make it difficult or impossible to hire part-time staff on school payrolls. JTPA programs need "flex." ▸ No contractual problems. Have other problems, i.e. training for our low readers, etc. ▸ No problems at this time. Would like more schools to present RFP's. ▸ You have already identified the problems in your recommendation: performance standards vs. goals and objectives. ▸ Referral/Intake procedures are difficult to arrange, plus MIS problems due to the enrollment and termination forms not setting forth the appropriate activities of vocational education. ▸ Unnecessary eligibility paperwork. A student could be eligible the first of August and then have to do the same paperwork the first week of school. ▸ The fact that they are directed towards economically disadvantaged students and the entire school population. ▸ The limited availability of full-time basic skills instructors from City Colleges prohibits quality instruction on a continuous basis. Additionally, the City Colleges does not have a fully developed placement program associated with its vocational training classes. ▸ Needy students who do not meet JTPA guidelines on eligibility can not be served. ▸ 8% programs should be designed to complement the 2A programs. This does not currently happen. Only to do presents problems. ▸ Overcome these problems over the years.

Comments from RDS staff: ▸ Numbers are not guaranteed. Therefore, when staffing a program the agency takes a chance on enrollment and ensuing funding. ▸ Eligibility requirements identify only certain students. It is difficult to provide programs in existing classes of both eligible and non-eligible youth. Not enough drive or manpower to set up student specific program. ▸ Should be done. ▸ Paper work load is tremendous. ▸ Fed red tape, paper shuffle. ▸ Some A.E. do not put out RFPs or call for contractors. RV Systems Directors have no chance to "bid." ▸ High schools cannot guarantee positive terminations nearly as well as an OJT experience. I'm not sure that's a problem. It's more common sense than anything. High schools have a primary mission to provide high school education. OJTs provide job experience. ▸ Competition among local service providers. ▸ Probably communication and then a need to be open to change when change is needed. ▸ The strict paperwork requirements and duplication of effort by students already qualified for on JTPA program to participate in another. ▸ Terminology. ▸ What are the problems? ▸ Direct tie to employment outcomes -- due to lack of teacher release time. ▸ We have an early school leaver here at Quincy AVC. It requires a substantial local match (12,000 +). We have no way to get it back because very few clients enroll in AVC classes. Most of them just want the job. ▸ PIC does not recognize the community college and AVC as significant training resources. Over half the training dollars from the SDA are spent on OJT. ▸ Economic criteria too stringent. ▸ Secondary schools -- semester classes for high school credit not necessarily immediate employment. JTPA -- shorter term training for employment. ▸ JTPA needs more flexibility as do high schools.

Comments from Community College staff: ▸ Contracts which require the community college to perform outreach and placement activities, i.e., any contract with the SDA. ▸ Requiring programs to be less than one year in length. ▸ Restriction in awarding credit to comply with ICCB. ▸ I'm not sure I understand this question: does contractual problem refer to Master contracts with college faculty or with performance contract with JTPA? In either case, no major

problems at this point. ▸ Locating qualified applicants who can get to the campus. ▸ Adults and high school students together. ▸ There needs to be more reliance on community college programs. ▸ Semester hours credit vs. short course. ▸ The lack of money for administrative costs involved with special JTPA programs. We can't keep absorbing them. ▸ None in our area, contracts have existed since 1973. ▸ Timely flexibility is difficult for high school and community college. ▸ Performance based criteria. ▸ A true RFP process is needed. Selection criteria is not established or used when awarding contracts. Also, no enforcement of the ACT when SDAs award contracts based on political influence. ▸ 1) Community colleges need cost reimbursement contracts, not performance based; 2) hold sub-contractors to performance levels required of SDA, not higher; 3) SDA utilizes most funding on own staff, little available for sub-contractors to run adequate program; 4) background of SDA staff does not allow for valid assessment of proposed vocational training programs.

Comments from Other staff: ▸ JTPA calendar and their lack of concern on school scheduling. ▸ Coordination with SDA. ▸ School district contracts with teachers.

b. To what extent are secondary and postsecondary institutions "given the right of first refusal" to provide JTPA programs and services?

Comments from JTPA staff: ▸ Usually they are only bidders on RFPs. ▸ Because our "administrative agent" for the PIC is a community college it assumes the right of first refusal. ▸ All RFPs distributed to schools. Working with schools a priority. ▸ Very good idea. ▸ Read the SDA contracts. The contracts say essentially that they, the SDA, can change the contract any time they see fit. ▸ They are our first resource. ▸ We open our Youth Competency proposals first to schools and only to other institutions if we do not get adequate proposals from the schools. ▸ All of our training is sub-contracted through local educational institutions. ▸ Almost 100%. ▸ They are viewed as one of many service providers. ▸ In our SDA education gets additional points in our contract review process. ▸ They are treated as all other Service Providers in the RFP process. ▸ Very little. ▸ All RFP sent to LEAs. ▸ Depends upon the SDA. In ours, the education agencies in each county have right of first refusal on training in their county. ▸ Receive RFP. Negative experience has caused most LEAs no longer want to work with JTPA programs because of administrative problems. ▸ Schools are the first to have opportunity to propose Youth Competency programs. ▸ They are not. ▸ They are not. ▸ 100%.

Comments from RDS staff: ▸ Medium. ▸ This never happens in my two SDAs. ▸ Competitive RFPs. ▸ Secondary response -- not aware of any contact. ▸ Secondary -- NONE. ▸ I have no idea; mixed feelings local control vs. need to serve. ▸ None. ▸ I don't think we are asked in most cases. Post secondary programs may be given preference. ▸ Not at all! ▸ It's available. ▸ High schools have no right at all in terms of providing OJTs. While high schools do hire a few custodians, most high school positions require a college degree. High school should have rights of refusal if educational programs are sought. ▸ Minimal to my knowledge. ▸ None that I know of -- this is needed. ▸ Not. ▸ This concept does not make sense for OJTs. Classroom training is not a good way to achieve job placement compared to OJTs. ▸ I don't think we are.

Comments from Community College staff: ▸ None whatsoever. ▸ I'm not sure we have been. ▸ I believe to a large extent. It may be more a question of sharing those among education agencies. ▸ I believe this should be the case exclusively! It's not, because some private training institutions are being used by our JTPA -- even some that are out-of-state. It is a problem. ▸ Highly. ▸ The right is given but the need for dollars is great. ▸ Our network works extremely well. Both high school and community college are involved in decision making process. ▸ The PIC sends out RFP. Most training programs are given to private training groups. Our PIC considers it unfair to give all training to secondary and post secondary. ▸ It would be great but we have no "right of first refusal." ▸ None whatsoever. ▸ Very little. ▸ This is not a problem in our area. ▸ At this point I think we are given the right in one of the three SDAs in our

college district. ▸ Whenever possible. ▸ Okay. ▸ Not given. ▸ We are not given much opportunity.

Comments from Other staff: ▸ All secondary programs are on RFP. ▸ Little.▸ Require JTPA to co-plan with RDS.

Regional Vocational Education Board and SDAs Transmit Plans To Each Other

Recommendation 5: Establish an Illinois State Board of Education requirement for each regional vocational education plan to be sent to the SDA for comment and develop a Department of Commerce and Community Affairs requirement for each SDA to send its plans for comment to the Regional Vocational System (includes high schools and area vocational centers), to adult centers and programs and to community colleges.

(Continuum: 1=Little; 5=Very)	SDA	RDS	CC	Other
To what extent has coordination improved as a result of the coordination agreements?	2.39	2.25	2.50	3.00

a. As a result of the coordination agreements, to what extent do you perceive coordination to have improved?

Comments from RDS staff: ▸ This is all artificial "paperwork" coordination to me. ▸ We all need to attend another dinner or luncheon meeting. Coordination opportunities are there. Under the McLean County CETA project classroom training was important and the schools provided it. This opportunity is still there.

Comments from Community College staff: ▸ Coordination is a paper process. It has no impact on what is happening. SDA doesn't understand the need.

b. Cite one exemplary result of the coordination agreement.

Comments from JTPA staff: ▸ No chance -- plans not talked about. ▸ Fewer duplication of services. ▸ The plans are too long and boring to read. Duplication costs would run hundreds of dollars. Again, if good coordination is to take place between Vocational Education and JTPA it must happen at the planning stage before the plans are written and submitted to the state. ▸ We know each other, they attend our coordination meetings, we send information. ▸ Funding for drop out program - 8% monies. ▸ Too early to see results. ▸ Advanced standing for Health Occupations students at local junior college. ▸ We have at least one training program sub-contracted to every RDS in our SDA.

Comments from RDS staff: ▸ We have started quarterly "informational" meetings. ▸ At least they now meet with us four times a year and tell us what they are doing. ▸ 30 minute meeting with SDA director. ▸ Little change has occurred with SDA #16. ▸ Meeting eye ball to eye ball! ▸ Been invited to one meeting and one consortium meeting. ▸ People of the various agencies are talking. ▸ Better communication between the group. ▸ Tutor grant in schools. ▸ The PIC management now knows the RDS exists. ▸ Increased knowledge of JTP programs/services. ▸ Labor market information needed for program planning. ▸ Quarterly meetings. ▸ Joint meetings.

Comments from Community College staff: ▸ More awareness of services offered. ▸ We were already sharing information. ▸ Quarterly meetings. ▸ Defined common issues. ▸ Regional labor market analysis. ▸ Communication. ▸ Sharing program information to avoid duplication. ▸ Summer Youth Literacy Program. ▸ Joint special population grants. ▸ Single Minority Parent Vocational Training Program. ▸ Illinois Central College -- SDA #15/16 -- River City Project. ▸ Joint access to CC and RDS plans within our PIC.

c. Identify an area in which the coordination agreement needs improvement.

Comments from JTPA staff: ▸ You either coordinate or you don't. The agreements are just a piece of paper. ▸ Beginning to improve. ▸ The educational community is still a multi-headed monster with too many people to talk to. ▸ Joint planning of programs. ▸ Other vocational areas. ▸ Require that planning occur in face to face dialogue with educators -- it takes less than 1" to sign names. ▸ RDSs may notify SDAs of meetings of Boards of Control. ▸ People involved with various programs do not understand what coordination means. It is defined differently.

Comments from RDS staff: ▸ Be a part of developing one another's plans; not just signing. ▸ Develop concrete strategies! ▸ No teeth. ▸ Develop a more detailed process for coordination. ▸ Require signature of Board of Control Chair. ▸ Probably a meeting between SDA and System Director on a one to one basis or a small group. ▸ Curriculum development and students served. ▸ The coordination agreement is fine. We have an SDA with a belief that OJT is the major focus for success. That is not necessarily a bad approach, but it does not involve schools. ▸ Required to have it but not do anything with it! ▸ Communication -- overall coordination is excellent. ▸ We are told to coordinate -- we should be told or given examples of things we can do together. ▸ Coordination of JTP services in the RVS. ▸ It currently seems to be an exercise to meet someone's objective. I'm not sure it changes anything. ▸ Follow-up to ensure that agreements are being carried out.

Comments from Community College staff: ▸ SDA staff are not qualified to assess vocational plans. ▸ No quarterly meeting yet in this region. ▸ Time to react on each other's plans. ▸ Consistent credit for courses and programs. ▸ It creates at least two more pieces of paper which are not necessary. ▸ The spirit seems to be in place but nothing happens. ▸ Finding time to meet. ▸ Overall, I feel our agreements work extremely well. ▸ There needs to be true cooperation, currently it is one way -- SDA loaded. ▸ Always can improve coordination. ▸ From SDA to us. ▸ The coordination agreement should include JTPA 8% monies received by secondary and higher ed institutions. Even with the coordination effort, it is still required that an SDA Verification of Consultation Form be completed by the PIC and SDA before approval of grants. These agreements should include JTPA 8% grants.

Comments from Other staff: ▸ RDS and JTPA working together, not JTPA stating this is the way it will be. ▸ None - do not complicate the process.

d. Name two efforts that still need to be made to improve coordination between SDAs and the RDS/CC.

Comments from JTPA staff: ▸ 1) Share info openly; 2) Establish goals and objectives together. ▸ Standardizing assessments would be helpful. We still do not have representation on 3 of the 4 RDS in our SDA. ▸ Will be very difficult so long as boundaries are so different. ▸ Regular meetings. JTPA director has not attended one regional or state meeting, not her priority. ▸ There is still a feeling that educators want JTPA money but do not want to be limited by JTPA eligibility, performance standards, etc. Financial aides offices of community colleges do not advise applicants of JTPA options. ▸ Better program coordination; utilize staff more efficiently.

Comments from RDS staff: ▸ Better communications/willingness to work with RDS. ▸ Articulation of training programs. ▸ Coordination opportunities are fine, it is just that we do educational programs and they want OJTs. ▸ More dialogue initiated at local level. ▸ The SDAs must be made to understand the benefits of coordinating with others. Locally, our CC and Adult Center and ADS seem to be okay -- not so with SDA. We need models of how to coordinate. We are different animals and our livery habits are different. JTPA is free and open -- schools are structured. ▸ 8% JTPA monies under RDS Board of Control. ▸ SDA -- inform RDS what is available. SDA - really cooperation, not just on paper. ▸ Paper reduction so there is time for meetings and planning. Simplify the procedure. ▸ DCCA needs to order JTPA to work with RDS/CC. ▸ RVS representation on PIC. Improved communication. ▸ I'd like to see schedules, names of classes and programs, how to enroll, who should enroll, etc. be shared. ▸

Revise Procedures for Certification of JTPA Trainees in Secondary Schools

Recommendation 4: Revise the procedures for individual certification of secondary school trainees as being eligible for JTPA services. As it is now implemented, the certification process often sends youth and parents to an intake center for processing, and brands each eligible young student as 'different' in a humiliating way. Other SDAs send intake people to see parents at home. Certification should not be necessary more than once a year. Schools and SDAs should stop charging each other for file data on students.

	SDA	RDS	CC	Other
Were revisions for certifying students for JTPA eligibility made in your SDA? (Percent responding "Yes")	11.1%	6.4%	18.5%	0.0%
If yes, how significant was the revision? (Continuum: 1 = Little; 5 = Very)	3.00	3.00	3.50	N.A.
Do procedures assure that certification does not have to occur more than once a year? (Percent responding "Yes")	30.8%	9.7%	18.5%	0.0%
Do SDAs and schools charge each other for student file data? (Percent responding "Yes")	28.6	0.0	3.7	0.0

a. If revisions for certifying student for JTPA eligibility were not made in your SDA, what revision would you suggest?

Comments from JTPA staff: ▸ Before you decide on revisions you need to establish the same objectives and goals. Currently Ed and JTPA do not have the same goals. ▸ State/Fed. requirements for certifying eligibility would need to be relaxed. ▸ Schools/Community College do intake. ▸ Use free and reduced lunch criteria for eligibility determination for in-school youth. ▸ Presently, our school could use the free and reduced lunch application to verify family eligibility. ▸ We have always been available to go to schools for certification and have done so for years. It is the schools, not JTPA, that apply the "different" and humiliating labels. ▸ This should come from DCCA. It is their rules that mandate how eligibilities are done. ▸ Certification of persons for JTPA -- The most innovative approach to the intake/certification process to determine one intake form wherein the person could be determined eligible for JTPA, AFDC, GA, and Employment Security. As it is now, the certification is administratively cumbersome and causes the client served to go to various offices located miles apart. ▸ Change the regulations to allow certification for multiple years of eligibility without adversely affecting performance standards.

Comments from RDS staff: ▸ Send SDA to parents at home. ▸ Less complicated procedures. ▸ Streamline the process. ▸ Make process simpler for target group. Procedures eliminate many eligible people. ▸ 45 day limit on apps. ▸ Can't change rules! ▸ The intake needs to be streamlined significantly. SDA staff should research as much of that information as possible without humiliating anyone at all. ▸ Send in task people to the home and cut down on the papers needed by students. ▸ Eliminate duplication of effort and send reps to homes.

Comments from Community College staff: ▸ The above recommendation is sufficient. Also parents could come to the school to complete intake process. ▸ This recommendation still needs much attention.

Comments from Other staff: ▸ Use of the same criteria as accepted for care pertains assistance to students.

b. Do procedures assure that certification does not have to occur more than once a year?

Comments from JTPA staff: ▸ Every 45 days an update is needed if the client is not enrolled. ▸ State regulations require enrollment within 45 days of certification. ▸ Certification depends on program applicant is applying to and if it is within 45-day eligibility processing time.

c. Do SDAs and schools charge each other for student file data?

Comments from JTPA staff: ▸ But occasionally a school tries to charge us for verifying graduation, but we do not pay.

Comments from Community College staff: ▸ Not in our SDA but I understand that they do in many. ▸ Sometimes and indirectly which seems to need improvement. ▸ Sometimes.

Eyeball to eyeball sharing. ▸ Greater group co-planning; greater understanding. ▸ RDS should be sent agency for PIC meetings. ▸ Tie the planning and funding together.

Comments from Community College staff: ▸ SDAs could facilitate coordination among all parties (i.e. education and job service, education and public aid, etc.). When coordination meetings are held with others (job service, public aid, etc.) notify education. A schedule of coordination meetings could be arranged. ▸ Our PIC strives to work with us in a sincere way. ▸ The coordination between SDA #13 and BHC comes from our involvement on the PIC and has little to do with the agreement. Membership by community colleges and high schools on the PIC is essential. ▸ Time and credit. ▸ 1) reduce paperwork; 2) reduce "turf" ownership. ▸ Completely. ▸ Get rid of the SDAs. ▸ Dealing with personalities. ▸ We are tripping over the alphabet soup of agencies, acronyms, bills, etc. It's hard to keep it all straight without a significant commitment of time which, in my view, is sometimes too bureaucratic and diverts energy from planning and delivering programs. ▸ To use the most cost effective provider. ▸ Make training a part of education. If quality training is to occur, need to develop most equipment purchase plans for upgrading laboratory type programs. ▸ Program development; attendance mandatory.

Comments from Other staff: ▸ Cooperative development of programs and dialogue from RDS rather than JTPA deciding all.

Require Joint Planning on New JTPA Youth Projects and Education Programs for Disadvantaged Youth

Recommendation 6: Extend the current requirement for PIC review of vocational education "8 percent" projects to require joint planning and comments on all new JTPA "40 percent" (youth) projects and all new education programs for disadvantaged youth.

	SDA	RDS	CC	Other
Do you agree with the recommendation? (Percent answering "Yes")	68.8%	82.6%	47.6%	100.0%
To what extent are the 8% and 40% youth projects jointly reviewed by the PIC and the education entity? (Continuum: 1 = Little; 5 = Very)				
paper and pencil comments	2.82	2.29	2.50	0.0
special meeting for review	2.50	2.82	2.53	0.0
on-going planning	2.50	2.00	2.56	0.0
sign - off	4.00	3.25	3.75	0.0

c. What would you suggest to improve joint planning between vocational education and JTPA for youth?

Comments from JTPA staff: ▸ We have good articulation in our SDA. ▸ Have vocational education facility move accessible. Voc Ed must make more overtures to local SDA. ▸ JTPA and vocational education have a 1 - 2 day workshop during the writing of the grant proposal so programs can be unified in providing services to clients. ▸ Use community college boundaries for SDAs. ▸ We no longer apply for 8% money because of problems with JTPA staff in processing or planning -- not worth the effort. ▸ There need to be more opportunities for youth to make transitions from vocational training programs to other employment programs. Additionally, the idea ought to be explored regarding awarding youth academic or other credit for summer work experience. ▸ Contact at the school level between JTPA staff and school counselor, not at PIC and "entity" level. ▸ As stated; face to face planning with Boards of Control. ▸ Greater involvement of our youth coordinator in joint planning endeavors. ▸ 1) Designate 1 RVE per SDA, not 3; 2) Designate goals and objectives that are same for area. ▸ I really have no problem. The PIC is informed and high schools and the college are on committees that help with the planning. ▸ Incorporate into daily programs for both areas.

Comments from RDS staff: ▸ DCCA requires SDAs to meet with RDS system directors. ▸ If ISBE and DCCA want PICs to run educational programs through high schools requiring meetings won't do it if the PIC sees OJTs as the best way to spend JTPA money. If the state wants high school educational training require it. ▸ Shared skill training services. ▸ I would suggest taking a good look at what youth need in local regions. Do a youth needs assessment to find out what JTPA can do for young people. Most of what JTPA is willing to do is already done in schools. ▸ Someone needs to identify the roles we are all to play and then convey those thoughts to all parties. ▸ As recommended earlier, include RDS directors on PIC committees involved with youth projects. ▸ Communication meeting and open discussion. ▸ Involvement of RDS Board of Control in local decisions related to 8% JTPA programs/services. ▸ JTPA planner and Systems Director to work closer together. ▸ Willingness and effort on JTPA's part. ▸ Education representatives must be included on JTPA youth committee. ▸ SDA positive termination requirements do not fit well with secondary system requirements and grading

scales. Needs a lot of coordination for this. ▸ All youth money should be used by schools to provide programs. ▸ There would have to be some form of joint responsibility for this to happen.

Comments from Community College staff: ▸ To have joint planning instead of sign off because of state requirement. ▸ Develop programs which do not necessarily carry "college credit." ▸ Joint planning meetings between the community college, RDS, and JTPA. ▸ We don't need the SDA, but if we have to then there should be ongoing discussions. Now they are concerned only with filling quotas. ▸ Better awareness on the part of area high schools of summer literacy programs and others that are developing. ▸ The people in planning at CC are not the ones with the most contact with JTPA and PIC due to political appointments. ▸ CC need right of first refusal.

c2. What needs to happen for your suggestion to be implemented?

Comments from JTPA staff: ▸ State Board of Education needs to reestablish centers. ▸ Board of Controls need to take the initiative to cause meetings to occur. Also, PIC members do not know what is going on. ▸ Improved public bus service; Voc Ed make overtures to local SDA. ▸ True joint planning and get off "turf" issues by JTPA staff. ▸ JTPA people to contact and work with school. ▸ Chief executive for each entity needs to direct that this be done. ▸ There needs to be more discussion between the SDA and local school systems to establish summer employment programs which might help youth earn such credits.

Comments from RDS staff: ▸ DCCA needs to put "teeth" in requirement. ▸ Top level (state) managers must identify what they expect to happen, then send the word down with mandated outcomes. ▸ Leadership by qualified persons! ▸ A needs assessment needs to be conducted for youth in our region. ▸ Movement. ▸ State Board requires Boards of Control to be consulted/approve 8% efforts. ▸ DCCA involvement. ▸ A state level policy implementation. ▸ Help SDAs accept this! ▸ Need to coordinate JTPA requirements with secondary requirements. ▸ Both parties need extensive knowledge of the other's role.

Comments from Community College staff: ▸ To have PICs understand the use of education in the process. Actually, in other places I have worked there was coordination. ▸ Revised funding categories. ▸ A few phone calls. ▸ Involve CC and secondary vocational administration directly with PIC. ▸ Continued interaction at meetings.

Comments from Other staff: ▸ Give VE more say or power -- right now we have little to none.

Change JTPA Coordination Criteria To Mandate Local Coordination Activities

Recommendation 7: Design a portion of the JTPA Coordination Criteria to mandate local JTPA/vocational education coordination activities and perhaps to evaluate them with performance criteria.

a. List activities currently being carried out for the purpose of coordination between JTPA and vocational education.

Comments from JTPA staff: ▸ Have educational representation on our PIC in administrative levels. ▸ Quarterly coordination meetings, mailings, job fairs at school. ▸ Classroom training at the junior college level. ▸ Coordination meetings; private meetings between staff from agencies. ▸ Annual coordination meeting and quarterly meetings with local SDA rep. ▸ 1 local, 1 regional meeting. Poor agenda, developed by JTPA without input, no results. ▸ Tutoring of dropout students. ▸ Quarterly interagency council meetings; regularly scheduled in-service meetings; review of plans. ▸ None - sharing of plans. ▸ JTPA does not need another agency evaluating performance standards. ▸ Unaware of any other than exchange of plans, participation on coordinating boards. ▸ PIC -- as Director, I have attended Vocational meetings (one of the few SDAs) at the state level.

Comments from RDS staff: ▸ Sign-off on RDS regional plan. ▸ Interagency meetings. ▸ RVS Directors are invited to meetings. ▸ Meetings that were both groups (mostly discussion and information). ▸ Quarterly meetings. ▸ Quarterly meetings to meet a requirement. ▸ We have in our plan the coordination agreement -- that we will meet four times each year with the AE's of SDA 23. ▸ System Director and community college rep both sit on PIC council/quarterly meeting with PIC. ▸ All the key actors are known to each other. Coordination meetings have been forced. ▸ Labor market information and program planning. ▸ Providing each other a copy of our plan which is 250 pages long. ▸ We hold four meetings a year when JTPA tells us what they are doing -- they never consult us. ▸ We have had two meetings designed to develop the JTPA-SDA-RDS agreement. I think it was a good start. ▸ JTPA only signs off on what is required; has never approached secondary system with proposals. ▸ Parties have met once -- at request of RDS. ▸ Quarterly meetings; personal contact; JTPA on voc board. ▸ Joint agreement RFP process. ▸ Exchange vocational plans. ▸ Quarterly meetings. ▸ JTPA rep meets with student services committee. ▸ Signed coordination agreement.

Comments from Community College staff: ▸ Quarterly coordination meeting. ▸ Quarterly meetings; exchange of individual plans. ▸ Industrial surveys; PIC council activities. ▸ Monthly meeting between our EFE, college, and economic development center staff. ▸ Four meetings a year. ▸ Coordination meetings, meetings between JTPA and community college counselors. ▸ In-plant course. ▸ Quarterly meeting. ▸ Coordination meetings; field meetings; comment on planning documents. ▸ Joint meetings; serve on committees; daily communication; plan sign-offs. ▸ Quarterly coordination meetings -- just started. ▸ Regular interagency meetings. ▸ Very little. ▸ Special grant programs and classroom training; ongoing vocational training. ▸ Quarterly meetings with the JTPA entities. ▸ intake, assessment, scheduling, program planning. ▸ Education serves on some committees but has little impact on coordination.

Comments from Other staff: ▸ Coordination is excellent through involvement.

b. Which of the above activities has the most positive impact on coordination?

Comments from JTPA staff: By working with state and local vocational people. ▸ Joint planning activities conducted at quarterly interagency council meetings and other meetings. ▸ Probably private meetings. ▸ Since we basically serve different populations, there has not been much impact. ▸ Quarterly coordination meetings.

Comments from RDS staff: ▸ We are meeting so we do know who the players in the game are. ▸ Personal contact. ▸ Meeting for discussion and better understanding of what each of us are trying to do. ▸ Membership on council. ▸ Coordination opportunities are there, but little will happen because of a belief in OJTs as the best way to spend JTPA dollars.

Comments from Community College staff: ▸ PIC council activities. ▸ Program planning. ▸ Daily communication. ▸ Plan exchange.

c. The least impact on coordination?

Comments from JTPA staff: ▸ Discussions of assessment requirements for Title IIB participants had the least amount of impact as assessment tools differ between RDS and the SDA. ▸ No effort on JTPA planning. ▸ Job fairs at schools.

Comments from RDS staff: ▸ JTPA needs to tell us what we can do for them and how. ▸ The size of the plan. Don't need total plan only sections where linkage is likely to take place. ▸ Large volumes of paper which nobody reads. ▸ Grant coordination. ▸ JTPA representation on Student Services Committee.

Comments from Community College staff: ▸ The RDS has been behind schedule due to personnel changes but is rapidly catching up at the present time. ▸ Intake. ▸ Annual plan sign-offs. ▸ Quarterly meetings.

Establish a University Training Program for JTPA Staff and Teach Education Personnel About Special Needs, JTPA and Economic Development

Recommendation 8: Establish a professional training program for JTPA staff in at least one state university and include instruction about vocational education. Revise training programs for teachers and school administrators to include an understanding of special needs and JTPA programs, and the role of education in economic development.

(Percent responding "Yes")	SDA	RDS	CC	Other
Do you believe a professional training program for JTPA personnel would be helpful?	75.0%	78.6%	68.0%	100.0%
Do you believe teachers and school administrators need to be more knowledgeable about JTPA?	100.0	89.3	79.2	100.0

a. Do you believe a professional training program for JTPA staff would be helpful?

Comments from JTPA staff: ▸ Yes, workshop -- not university courses. ▸ Why train when qualified staff are available in CC and Voc programs? ▸ Hold workshops at various locations throughout state instead.

Comments from RDS staff: ▸ Possibly. ▸ JTPA people need to be more knowledgeable about education. When they write performance standards they should consult them. ▸ Yes, if they would attend. ▸ In some areas yes -- here no. ▸ Yes, definitely.

Comments from Community College staff: ▸ Depends on content of program. ▸ Yes, if staff had very little turnover but I doubt this will happen. ▸ In our area this exists.

b. Do you believe teachers and school administrators need to be more knowledgeable about JTPA?

Comments from RDS staff: ▸ Definitely; especially administrators.

Comments from Community College staff: ▸ But a simple summary of funding source, goals, roles of PICs is sufficient. ▸ But time demands are already extreme. ▸ But not through a whole program.

Evaluation of Cooperation Between Vocational Education and JTPA Programs

Recommendation 9: Continue the role of the Illinois Council on Vocational Education (ICoVE) as a third party-evaluator of cooperation between vocational education and SDAs as specified in the Perkins Act.

a. What studies would you suggest ICoVE conduct that would be useful in improving coordination?

Comments from JTPA staff: ▸ Outside information on the subject of business and industry and to add this information to our delivery system. ▸ Study how JTPA clients could be integrated into available space in secondary programs. ▸ No more studies, just better communication with SDA. ▸ This start is a good start. If evaluations are negative action must be recommended. I would assume that there are areas in the state where there are excellent joint activities. Our area is not one. ▸ First, continue this activity of questions. ▸ Study the dropout. JTPA does not receive realistic planning information on #'s and reasons of dropouts. ▸ I am sure that many studies would prove to be very helpful but I have no specific suggestions at this time. ▸ How many graduates or completers obtain a job. ▸ Study to see if we are all striving for the same thing. ▸ Study the coordination efforts to provide services to a targeted group such as teen parents. ▸ Put JTPA in schools.

Comments from RDS staff: ▸ Possibly have at least one meeting a year to provide input on what they are seeing happening and where coordination improvement can be made. ▸ Curriculum/staff improvement. ▸ Publish (show) exemplary efforts. ▸ I don't know if we need more studies. What we need are models developed. Leadership from all top level parties as needed to show all of us what is intended. I don't think any of us discredit coordination, rather, we don't know how! It is one of those things that looks good on paper but how do you execute on the firing line? ▸ Specifics -- how many students served (numbers)? Money? Which programs? Which RDS? ▸ Assess the needs of youth ages 14-21 in relation to what needs to be done for them. JTPA doesn't realize how many times we in education force job seeking and job keeping skills on our students. ▸ Find out actual dollar amount going to/through school task force of school administrators to share concerns. ▸ Follow-up studies of OJT participants. ▸ What if we accept the UPIC as a local group of people who the state has empowered to decide how JTPA funds in a specific area should be spent. If they believe in on-the-job training why not use the principle of democracy and accept that. Vocational education will have to make it on its own merits. Vocational education provides classroom training. The PICs know that. They also know that OJTs provide better placement rates. I can live with that. ▸ Case studies on what prevents coordination. ▸ Find out how many JTPA referrals are made to secondary and post secondary programs and how many are put into JTPA's own programs by comparison. ▸ Specific survey on what is and is not currently being coordinated.

Comments from Community College staff: ▸ The RFP process and enforcement of the Act. Selection criteria established. ▸ Determine what % of vocational administrators are on PIC. ▸ Give the current studies a chance to prove their worth. ▸ Better attendance at state meetings. ▸ More on-site visits. ▸ Cost effectiveness of JTPA expenditures. ▸ What % of JTPA training programs are contracted with public and private agencies. ▸ Do something with the results. ▸ Longitudinal studies on value of OJTs under JTPA.

b. In improving the JTPA delivery system?

Comments from JTPA staff: ▸ Be aware of limitations required in law versus what educational systems are used to doing. ▸ JTPA administration and policy on a regional level there will be cooperation if JTPA director wants to have coordination. Very poor leadership on JTPA's part in our area. ▸ Work for legislation which places less emphasis on performance standards for those persons who need training most but who do not receive it because providers cannot risk

serving them. ▸ SDA staff should be more thoroughly trained to know about training programs offered through Carl Perkins and how to make appropriate referrals. ▸ Study the legal problems when minor age students have neither a parent or a legally recognized guardian to approve participation in JTPA programs. ▸ Use more JTPA to help finance local education and have more students back in school. ▸ Use 8% dollars to hire a follow-up person to link graduates of Vocational Education with JTPA/OJT employers.

Comments from RDS staff: ▸ Follow up studies of all clients served by JTPA to determine what impact, if any, short term training has had in job retention. ▸ Stop duplication of efforts. ▸ A study to determine why the SBE 8% JTPA monies are under the control of the SDA without the involvement of the RDS Board of Control. ▸ Guide clients into a program that is thorough instead of brief job skills type programs.

Comments from Community College staff: ▸ Notification of PIC meetings and policy board meetings. ▸ It might encourage them to make even greater use of education agencies as a part of their delivery system. ▸ Be a "watch dog." ▸ Reduce JTPA administration allowance and require dollars go to participants as tuition, fees, books. ▸ State wide needs to be in step with each other. ▸ More communications between linkages. ▸ Some JTPAs do not use educational systems to their advantage.

Job Title of Educational Representatives on PICs

Additional Question 1: What is the job title of the educational representative on your PIC?

(Percent checking the response)	SDA	RDS	CC	Other
College President	5.6%	6.4%	11.1%	0.0%
School Superintendent	33.3	12.9	11.1	0.0
High School Principal	0.0	0.0	0.0	0.0
Vocational Director	44.4	29.0	11.1	0.0
Teacher	16.7	6.4	7.4	0.0
Other (please list)	38.9	32.3	51.8	0.0

▸ Adult Education Administrator 3 ▸ Area Vocational School Director 2 ▸ Business and Professional Institute Director ▸ Business Industrial Development Director 2 ▸ Community College Administrator (Dean, Vice President, etc.) 20 ▸ Community College Teacher ▸ Curriculum Director 2 ▸ Economic Development Director 2 ▸ Educational Service Region Superintendent 6 ▸ Educational Service Region Assistant Superintendent 4 ▸ Elementary School Principal 2 ▸ High School Guidance Counselor ▸ Regional System Director ▸ Single Parent Program Coordinator ▸ University Administrator (Dean, Provost, etc.) 3 ▸ University Professor ▸ Don't know 9.

Representation of Educational Institutions in the SDA

Additional Question 2: Do you feel that the education representative on your PIC represents the educational institutions in the SDA?

	SDA	RDS	CC	Other
(Percent answering "Yes")	92.9%	53.8%	75.0%	0.0%

If no, how could this be improved?

Comments from JTPA staff: ▸ The PIC member needs to have a wide background in education.

Comments from RDS staff: ▸ Has never contacted us for input. ▸ Open up opportunities for other district. ▸ Seek out most qualified individual with a knowledge of PIC, JTPA, Perkins, Reg. VCSYS (e.g. like me!). (Robert A. Chiti, Macoupin Co. Reg. VE Delivery System). ▸ Someone who has more time. ▸ Require secondary rep. ▸ I feel he is limited in scope to his own turf (school). I don't think he feels any concern for Voc Ed at secondary levels. We need to educate him and get secondary attendance at PIC meetings. ▸ We need training experts on PIC. ▸ RDS Directors on PIC Council. ▸ Our representative would better serve if they came from the ESR office. ▸ Increase diversity of representation.

Comments from Community College staff: ▸ Have the education institutions represent themselves. ▸ It could be improved if less politics entered the total picture. ▸ Select person with broad vocational education background. ▸ Personal contact and general meetings.

Comments from Other staff: ▸ Let all know they are to represent. ▸ Obtain input.

Communications from Education Representative to Educational Institutions

Additional Question 3: Has the education representative on your PIC communicated with all the educational institutions in the SDA?

	SDA	RDS	CC	Other
(Percent answering "Yes")	38.5%	100.7%	66.7%	0.0%
How? (Please check all that apply)				
Newsletter	5.6	0.0	7.4	0.0
General meetings	27.8	16.1	18.5	0.0
Personal contact	38.9	0.0	29.6	0.0
Distribution of minutes	5.6	0.0	3.7	0.0
Other	0.0	0.0	7.4	0.0

Communications from Educational Institutions to the PIC

Additional Question 4: Have the educational institutions communicated with the PIC in their SDA?

	SDA	RDS	CC	Other
(Percent answering "Yes")	55.6%	54.6%	34.2%	0.0%
How? (Please check all that apply)				
Newsletter	0.0	19.4	7.4	0.0
General meetings	33.3	25.8	33.3	0.0
Personal contact	50.0	32.3	48.2	0.0
Distribution of minutes	5.6	6.4	7.4	0.0
Other	0.0	6.4	11.1	0.0

a. If you have you attended an SDA Quarterly interagency coordination meeting of SDA personnel and vocational educators, what were some of the agenda items:

Comments from JTPA staff: ▸ Visit correctional facilities. ▸ Programming. ▸ Eligibility. ▸ Overall JTPA purpose, etc. ▸ Success of programs. ▸ Program information. ▸ Programs to offer. ▸ Understanding of services available. ▸ Services to common clients. ▸ Joint planning. ▸ Ways to improve system. ▸ Budgets. ▸ Special needs. ▸ JTPA program review. ▸ JTPA information sharing. ▸ Delivery sites.

Comments from RDS staff: ▸ To develop the coordination agreement. ▸ Info exchange of activities planned. ▸ 8% funds. ▸ Summer Youth Program/Remediation. ▸ Coordination

activities. ▸ Programs. ▸ Programs that had been developed. ▸ Goals of JTPA. ▸ Community College programs. ▸ Employment trends. ▸ Training needs. ▸ Program offerings. ▸ Dropout prevention. ▸ Coop credit for TOE and EEEP. ▸ General coordination as required by the state. ▸ Discussion of programs and general goals. ▸ Review the coordination agreement. ▸ Articulation agreements. ▸ Joint planning. ▸ Quarterly meetings. ▸ Academic credit for JTPA participation. ▸ Service to clients. ▸ Referral process. ▸ Changes in program from the previous year. ▸ General information. ▸ Goals for the year. ▸ Overview/review of programs. ▸ In SDA 24 it was mostly a show and tell session. ▸ In SDA 23 we mainly listened to the administrative entities tell us why we could not help them serve their clients.

Comments from Community College staff: ▸ Awareness of services available. ▸ Review of a specific program each quarter. ▸ 1-5 year plan development. ▸ Improved cooperation. ▸ Improved communication. ▸ Intake/assessment. ▸ Scheduling. ▸ Program planning. ▸ List of approved training programs. ▸ Annual plan -- SDA. ▸ CC Voc Ed plan. ▸ Neither the SDA representative or myself gets much out of them. ▸ Curriculum. ▸ Agency updates. ▸ Dislocated worker programs. ▸ Certification. ▸ Plan exchanges. ▸ Child care. ▸ Transportation. ▸ JTPA updates. ▸ Projects requiring coordination. ▸ Assessment. ▸ Summer work program. ▸ Facilities available. ▸ Personnel items. ▸ Programs. ▸ Orientation. ▸ Services. ▸ Problems. ▸ Supportive services. ▸ General. ▸ What is happening in various agencies.

Comments from Other staff: ▸ LMI data/use. ▸ Programs. ▸ OJT.

b. What topics should be discussed at future meetings?

Comments from JTPA staff: ▸ The difference between reporting standards of the two agencies. ▸ Planning. ▸ Vocational education program review and information sharing. ▸ Labor market information. ▸ Referrals. ▸ Employability development plans.

Comments from RDS staff: ▸ How we can assist and avoid duplicated efforts. ▸ How to share skill training services. ▸ How to improve articulation/coordination between agencies. ▸ How to access programs. ▸ How to get into the "good old boys" system. ▸ The topics are fine. ▸ How can schools access JTPA program/funds. ▸ We do education. PIC wants OJT. OJT is a very realistic common sense approach. It does get better results. ▸ Brief discussions and presentation explaining what each agency is doing. ▸ Joint planning that is really "Joint Planning." ▸ Single parent program. ▸ System Directors notified of PIC meetings by sending a copy of agenda. ▸ Time to become involved is difficult. ▸ Staff development. ▸ Certification requirements. ▸ Tutorial services to keep students in school. ▸ How to use existing programs more effectively. ▸ Inform all educators of what JTPA does and how and vice versa. ▸ What services and programs are currently being offered in our member districts.

Comments from Community College staff: ▸ Needs of the SDA and how education can meet these needs. ▸ Planning. ▸ Short term training vs. career education (cert. and AAS degrees). ▸ Progress reports. ▸ Detailed update of PIC activities. ▸ Detailed update from each education agency. ▸ OJT vs. career education (longitudinal value). ▸ Additional areas of cooperation. ▸ Techniques. ▸ Problems. ▸ The concept of requiring coordination rather than the bragging sessions of what some do. ▸ Need to be involved in process of two year plan.

Attendance at SDA Quarterly Interagency Coordination Meetings

Additional Question 5: Have you attended an SDA quarterly interagency coordination meeting of SDA personnel and vocational educators?

	SDA	RDS	CC	Other
(Percent answering "Yes")	50.0%	51.6%	57.7%	100.0%

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